

## **Instruction**

### **Exhibit - School-Level Parent and Family Engagement Compact**

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

#### **Parent/Guardian Involvement**

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:

- Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
- Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
- Provide parents/guardians of participating children timely information about programs.
  - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
6. The Building Principal or designee shall:
- Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
  - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
  - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
  - Provide a process for parents/guardians to express concerns and complaints.

#### Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
  - Volunteering in their child's classroom.
  - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

#### Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
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- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

#### Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

## Instruction

### Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: [www.isbe.net/ESSA/pdf/ESSA-faq.pdf](http://www.isbe.net/ESSA/pdf/ESSA-faq.pdf).
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at: [www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf](http://www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf).

#### I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

2. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending

any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:

- a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. The teacher is teaching under emergency or other provisional status.
  - c. The teacher is teaching in the field of discipline of the certification of the teacher.
  - d. Paraprofessionals provide services to the student and, if so, their qualifications.
4. **Student achievement.** Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.
5. **Non-certificated/licensed teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
6. **Testing transparency.** At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
- b. The purpose for which the assessment is designed and used;
- c. The source of the requirement for the assessment; and
- d. Where such information is available:

- i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
- ii. The time and format for disseminating results.

## II. English Learners

1. **Language instruction educational programs.** Districts must inform a parent of an English learner identified for participation, or participating in, such a program of:
  - a. The reasons for their child being identified as an English learner;
  - b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - c. The instructional methods used in their child's program and the instructional methods used in other available programs;
  - d. How their child's program will meet their child's educational strengths and needs
  - e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
  - g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and
  - h. Information regarding parental rights that includes written guidance:
    - i. Detailing parents' right to immediately remove their child from the program upon their request;
    - ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and
    - iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.

**Outreach.** Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards

expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

### III. Parent and Family Engagement

1. **Parent and family engagement policies.** Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **Meeting and information.** Each school shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
  - b. Offer a flexible number of meetings;
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the schoolwide program plan under §6314(b);
  - d. Provide parents of participating children:
    - Timely information about programs under this part;
    - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
    - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  - e. If the schoolwide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

### IV. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

V. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- a. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);
- b. Sets the general rights provided under this subtitle;
- c. Specifically states:
  - The choice of schools homeless children and youths are eligible to attend,
  - That no homeless child or youth is required to attend a separate school for homeless children or youths,
  - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
  - That homeless children and youths should not be stigmatized by school personnel; and
  - Includes contact information for the local liaison for homeless children and youths.

2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VI. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
  - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request."

- LEGAL REF.:
- I.
    1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).
    2. ESEA, 20 U.S.C. §6312(e)(1).
    3. ESEA, 20 U.S.C. §6312(e)(1).
    4. ESEA, 20 U.S.C. §6312(e)(1).
    5. ESEA, 20 U.S.C. §6312(e)(2).
  - II.
    1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B)..
    2. ESEA, 20 U.S.C. §6312(e)(3)(C).
  - III.
    1. ESEA, 20 U.S.C. §6318(b).
    2. ESEA, 20 U.S.C. §6318(c).

- IV. ESEA, 20 U.S.C. §7225d(a).
- V.
  - 1. McKinney-Vento Homeless Assistance Act (McKinney-Vento), 42 U.S.C. §11432(e)(3)(C).
  - 2. McKinney-Vento, 42 U.S.C. §11432(g)(3)(B)(iii).
  - 3. McKinney-Vento, 42 U.S.C. §11432(g)(6)(A)(v).
- VI.
  - 1. Protection of Pupil Rights Act (PPRA), 20 U.S.C. §1232h(c)(2)(A).
  - 2. PPRA, 20 U.S.C. §1232h(c)(2)(B).
  - 3. PPRA, 20 U.S.C. §1232h(c)(3).

## Instruction

### Administrative Procedure - District Annual Report Card Required by Every Student Succeeds Act (ESSA)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by Section 6311(h)(2)(C) of ESSA.

#### District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
  - a. ISBE's State Report Card Information (see **ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)** subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
    - i. Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
    - ii. Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
    - iii. Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).
2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv); it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c), including--
  - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
  - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);
  - (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
  - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
    - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
    - (bb) The methodology by which the State differentiates all such schools;
    - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
    - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
  - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
  - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5)8 of such title), information on

student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

- (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care--
  - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
  - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
- (iv) Information on the number and percentage of English learners achieving English language proficiency.
- (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
- (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.
- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on--
  - (I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and
  - (II) The number and percentage of students enrolled in--
    - (aa) Preschool programs; and

- (bb) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.
- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of--
  - (I) Inexperienced teachers, principals, and other school leaders;
  - (II) Teachers teaching with emergency or provisional credentials; and
  - (III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- (x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- (xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.
- (xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.
- (xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--
  - (I) In programs of public postsecondary education in the State; and
  - (II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.
- (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (9as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20

U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C).

## Instruction

### Administrative Procedure - No Child Left Behind Checklist

The tables below are organized by NCLB topic and list sample policies, procedures, and exhibits.

#### **School Accountability**

|          |  |   |
|----------|--|---|
| 1:20-AP  | Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests   | Contains issues to consider when requested to enter into an intergovernmental agreement for receiving school choice transferees. August 2002; <b>August 2007</b>  |
| 6:15     | School Accountability  | Includes a section on school choice and supplemental services. August 2002; February 2004; <b>June 2009</b>   |
| 6:15-AP  | Administrative Procedure - School Choice and Supplemental Educational Services   | Contains web links to resources including sample parental notices. <b>June 2009</b>   |
| 6:15-AP1 | Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress  | February 2004; February 2005; October 2006; <b>Deleted June 2009</b>  |
| 6:15-AP2 | Administrative Procedure - Consequences for a DISTRICT Missing Adequate yearly Progress  | February 2004; February 2005, October 2006; <b>Deleted June 2009</b>  |
| 6:15-AP3 | Administrative Procedure - School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring | March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices     |
| 6:15-AP4 | Administrative Procedure - Compliance Steps for Providing Supplemental Educational Services  | March 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web-web links to ISBE resources and sample parent notices |
| 6:15-E   | Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students   | March 2004; <b>June 2009</b>  |
| 6:15-E2  | Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years                             | July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices      |
| 6:15-E3  | Exhibit - Application for School Choice Transfer Option  | July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices      |

### School Accountability

|         |   |  |
|---------|---|--|
| 6:15-E4 | Exhibit - Application for Supplemental Educational Services | July 2004; <b>Deleted June 2009</b> ; see 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices |
| 7:30    | Student Assignment and Intra-District Transfer              | August 2003; <b>February 2008</b>  |

### Teachers and Paraprofessionals

|          |   |   |
|----------|---|---|
| 5:190    | Professional Personnel - Teacher Qualifications   | Includes <i>highly qualified</i> as employment criteria; refers to ISBE's "Illinois Criteria for Meeting the NCLB Requirements for Highly Qualified Teachers." May 2003; March 2004; February 2008; <b>January 2012</b> |
| 5:190-AP | Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are <i>Highly Qualified</i>  | May 2003; <b>February 2008</b>  |
| 5:190-E1 | Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications  | Informs parents of their right to receive certain information regarding their children's teachers. May 2003; February 2008; <b>March 2013</b>   |
| 5:190-E2 | Exhibit - Notice to Parent When Their Child Is Assigned To, or Has Been Taught for at Least Four Straight Weeks By a Teacher Who is Not <i>Highly Qualified</i> | May 2003; February 2008; <b>March 2013</b>  |
| 5:190-E3 | Letter to Teacher Who is Not <i>Highly Qualified</i>  | August 2003; February 2008; <b>March 2013</b>   |
| 5:280    | Educational Support Personnel - Duties and Qualifications   | Requires paraprofessionals to have the "duties and qualifications" as described in Title I of the Elementary and Secondary Education Act. May 2003; July 2004; February 2006; <b>May 2012</b>                           |
| 5:280-AP | Administrative Procedure - Paraprofessionals Working in a Program Supported With Title I Funds  | Quotes NCLB; provides sample language to inform paraprofessionals of the requirements. June 2002; <b>Deleted August 2007</b>  |

### Parental Involvement

|       |                  |   |
|-------|------------------|---|
| 6:170 | Title I Programs | Complies with NCLB; includes a section on parental involvement. August 2002; February 2008; <b>March 2013</b> |
|-------|------------------|---|

### Parental Involvement

|               |  |  |
|---------------|--|--|
| 6:170-AP1     | Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental Involvement Compacts in Title I Programs | August 2002; August 2007; <b>March 2013</b>  |
| 6:170-AP2     | Administrative Procedure - Notice to Parents Required by No Child Left Behind Act of 2001  | Gives districts a reference guide to notice requirements for districts that receive Title I funds. August 2002; August 2007; <b>March 2013</b> |
| 6:170-AP1, E1 | Exhibit - District-Level Parental Involvement Compact  | August 2002; August 2007; <b>March 2013</b>  |
| 6:170-AP1, E2 | Exhibit - School-Level Parental Involvement Compact  | Incorporated by reference in 6:170 and may be used as a template. August 2002; August 2007; <b>March 2013</b>                                  |

### McKinney Homeless Assistance Act

|          |  |   |
|----------|--|---|
| 2:260    | Uniform Grievance Procedure  | Provides complaint procedure for Title I as well as the McKinney Homeless Assistance Act. January 2003; October 2003; July 2006, October 2007; June 2009; <b>January 2012</b>                         |
| 4:110    | Transportation   | January 2003; March 2004; February 2008; December 2009; February 2010; August 2010; January 2012; <b>October 2012</b>   |
| 6:140    | Education of Homeless Children   | Contains the basic requirements of State law as well as the McKinney Homeless Assistance Act. January 2003; October 2005; July 2010; <b>October 2010</b>  |
| 6:140-AP | Administrative Procedure - Education of Homeless Children                | Contains procedures in actor-action format regarding educating homeless children. January 2003; October 2005; <b>July 2010</b>  |
| 7:10     | Equal Educational Opportunities  | Specifically includes "status as a homeless youth" as a protected classification. January 2003; October 2008; December 2009; <b>October 2010</b>  |
| 7:50     | School Admissions and Student Transfers To and From Non-District Schools | Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; June 2005; October 2008; February 2010; October 2010; <b>May 2012</b> |
| 7:60     | Residence  | Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; October 2005; February 2009; <b>October 2010</b>                      |

### McKinney Homeless Assistance Act

|       |  |  |
|-------|--|--|
| 7:100 | Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students | Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. June 2002; October 2005; October 2008; September 2009; October 2010; <b>January 2012</b> |
|-------|--|--|

### Migrant Student

|         |   |  |
|---------|---|--|
| 6:145   | Migrant Students  | Addresses NCLB, 20 U.S.C. §6391 <i>et seq.</i> and requires the superintendent to develop a program addressing the needs of migratory children. August 2002; March 2007; <b>May 2012</b> |
| 6:145-E | Exhibit - Programs for Migrant Students - Family Interview Form | August 2002; <b>Deleted July 2006</b>  |

### Persistently Dangerous School and Choice for Victim of Violent Crime

|           |  |   |
|-----------|--|---|
| 4:170     | Safety   | Contains provisions on Unsafe School Choice Option. March 2004; October 2006; February 2009; February 2010; October 2010; January 2012; <b>October 2012</b> |
| 4:170-AP5 | Administrative Procedure - Unsafe School Choice Option | Complies with §9532 of NCLB, 20 U.S.C. §7912. August 2003; March 2004; <b>June 2009</b>   |
| 7:30      | Student Assignment and Intra-District Transfer         | Refers to district policy on the Unsafe School Choice Option contained in 4:170 and 4:170-AP5. August 2003; <b>February 2008</b>                            |

### Limited English Proficiency Students

|          |   |   |
|----------|---|---|
| 6:160    | English Language Learners   | Implements NCLB, §§3001-3004, 20 U.S.C. §§6312-19; 6801 <i>et seq.</i> and requires the superintendent to develop and implement a program to address the needs of children with limited English language proficiency. August 2002; March 2007; October 2008; <b>February 2011</b> |
| 6:160-E1 | Exhibit - Student Home Language Survey  | May 2003; <b>Deleted March 2007</b>   |
| 6:160-E2 | Exhibit - Notice to Parents of Student's Identified as Limited English Proficient | Complies with the NCLB's requirement that schools notify parents of their student's placement in a LEP program. May 2003; <b>Deleted March 2007</b>   |

### Protection of Pupil Rights Act

|      |                                   |   |
|------|-----------------------------------|---|
| 7:15 | Student and Family Privacy Rights | Complies with the Protection of Pupil Rights Act [20 U.S.C. §1232h(c)(1)(E)] as well as 2 state laws. June 2002; March 2004; <b>February 2008</b> |
|------|-----------------------------------|---|

### Protection of Pupil Rights Act

|        |  |   |
|--------|--|---|
| 7:15-E | Exhibit - Notification to Parents of Family Privacy Rights | Notifies parents/guardians of privacy rights policy. June 2002; March 2004; <b>March 2007</b> |
|--------|--|---|

### Military Recruiter Access to Students

|               |   |  |
|---------------|---|--|
| 7:340         | Student Records   | June 2002; March 2004; July 2006; October 2008; <b>May 2012</b>  |
| 7:340-AP1     | Administrative Procedure - School Student Records   | Contains provision on access rights of military recruiters and institutions of higher learning. June 2002; June 2005; <b>May 2012</b>  |
| 7:340-AP1, E1 | Exhibit - Notification to Parents/Guardians and Students of Their Rights Concerning a Student's School Records                    | Includes right to refuse all release of directory information to military recruiters. May 2003; February 2006; <b>May 2012</b>   |
| 7:340-AP1, E3 | Exhibit - Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information | Contains a form for parents to complete if they do not want military recruiters and/or institutions of higher learning to be given their secondary school student's name, address, and telephone numbers. May 2003; June 2008; <b>May 2012</b> |
| 7:340-AP1, E4 | Exhibit - FAQ's Regarding Military Recruiter Access to Students and Student Information   | Answers many questions for school staff members and may be distributed at will. May 2003; June 2008; <b>May 2012</b>   |

### No Policy Prohibiting Student Prayer

|       |                                     |   |
|-------|-------------------------------------|---|
| 7:130 | Student Rights and Responsibilities | States that student rights include the right to pray. September 2002; March 2007; <b>May 2012</b> |
|-------|-------------------------------------|---|

### Boy Scouts Access to School Facilities

|      |                                    |   |
|------|------------------------------------|---|
| 8:20 | Community Use of School Facilities | Footnotes discuss NCLB, 20 U.S.C. §7905. Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." August 2002; March 2004; <b>October 2007</b> |
|------|------------------------------------|---|

## Instruction

### Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of 2 and 6 years.
2. Before-and after-school programs for students in grades K-6.
3. Child care and training center for pre-school children and for students whose parents work.
4. Model day care program in cooperation with the State Board of Education.
5. Tutorial program.
6. Adult education program.
7. Outdoor education program.
8. Summer school, whether for credit or not.
9. Independent study, whether for credit or not.
10. Chemically dependent prevention program for students who are, or whose parents/guardians are, chemically dependent.
11. Activities to address intergroup conflict.
12. Volunteer service credit program.
13. Vocational academy.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/.

CROSS REF.: 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions),  
6:320 (High School Credit for Proficiency)

## Instruction

### Remote Educational Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with Section 10-29 of the School Code. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall:

1. Align its curriculum with the Illinois State Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program:
  - a. Planning instruction,
  - b. Diagnosing learning needs,
  - c. Prescribing content delivery through class activities,
  - d. Assessing learning,
  - e. Reporting outcomes to administrators and parents/guardians, and
  - f. Evaluating the effects of instruction.
4. Follow the District's regular school term that is established by Board policies 2:20, *Powers and Duties of the School Board* and 6:20, *School Year Calendar and Day*.
5. Calculate the number of clock hours a student participates in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
  - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*.
  - b. Prior approval from their individualized educational program (IEP) team, if applicable.
  - c. How the remote educational program best serves the student's individual learning needs.
  - d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program.

9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
11. Align with the requirements of Board policy 7:340, *Student Records*.
12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation.
13. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development* and included as an topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.  
23 Ill.Admin.Code §226.360.

CROSS REF.: 2:20 (Powers and Duties of the School Board), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

Adopted: May 23, 2011

## Instruction

### Extracurricular and Co-Curricular Activities

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board policy, 7:330, *Student Use of Buildings - Equal Access*.

### Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must maintain an overall \_\_\_ grade point average. Any student-participant failing to meet these academic criteria shall be suspended from the activity for \_\_\_ calendar days or until the specified academic criteria are met, whichever is longer.

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

## Instruction

### Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

### Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

## Instruction

### Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Illinois State Board of Education rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.: 23 Ill.Admin.Code §1.420(o).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

## Instruction

### Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

### Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

### Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

### Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or

designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

#### Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

- LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.  
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).  
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.  
720 ILCS 135/0.01.
- CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications)
- ADMIN PROC.: 6:235-AP1 (Administrative Procedure - Acceptable Use of the District's Electronic Networks), 6:235-AP1, E1 (Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Exhibit - Staff Authorization for Access to the District's Electronic Networks)

## Instruction

### Administrative Procedure - Acceptable Use of the District's Electronic Networks

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

#### Terms and Conditions

**Acceptable Use** - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - Use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the networks. Some examples of unacceptable uses are:

- a. Using the networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the networks for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;

- j. Posting anonymous messages;
- k. Using the networks for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the networks while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the networks in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the networks to be private property.

**No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Network, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
- b. Students and staff engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

**Use of Email** - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore,

in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's email system constitutes consent to these regulations.

#### Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is almost assured if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.

Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).

Enhances Education Through Technology Act of 2001, 20 U.S.C §6751 et seq.

Harassing and Obscene Communications Act, 720 ILCS 135/0.01.

## Instruction

### Exhibit - Student Authorization for Access to the District's Electronic Networks

*This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.*

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* form below and return it to your school.

## Authorization for Access to the District's Electronic Networks Form

**Students must have a parent/guardian read and agree to the following before being granted unsupervised access:**

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of the District's Electronic Networks* with my child. I hereby request that my child be allowed access to the District's electronic networks, including the Internet.

---

Parent/Guardian Name (*please print*)

---

Parent/Guardian Signature

---

Date

**Students must also read and agree to the following before being granted unsupervised access:**

I understand and will abide by the *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

---

Student Name (*please print*)

---

Student Signature

---

Date

**Instruction**

**Exhibit - Staff Authorization for Access to the District's Electronic Networks**

*This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. Each staff member must sign this Authorization as a condition for using the District's Electronic Networks. Please submit this form to the Building Principal.*

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Administrative Procedure 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, does not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of *Acceptable Use of the District's Electronic Networks*, will result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Access to the District's Electronic Networks* once while employed by the School District.

I understand and will abide by the *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

\_\_\_\_\_  
User Name *(please print)*

\_\_\_\_\_  
User Signature

\_\_\_\_\_  
Date

## Instruction

### Exhibit - Keeping Yourself and Your Kids Safe On Social Networks

#### **For students:**

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4Ulick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

#### **And for parents:**

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)

- Ask to see their profile page (for the first time)...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit [www.WiredSafety.org](http://www.WiredSafety.org); [www.stopcyberbullying.org](http://www.stopcyberbullying.org).

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., [www.aftab.com](http://www.aftab.com).

#### Resources for Students and Parents

##### **Resources for students:**

Federal Trade Commission - Kids and Socializing Online [www.onguardonline.gov/articles/0012-kids-and-socializing-online](http://www.onguardonline.gov/articles/0012-kids-and-socializing-online).

Connect Safely - Social Web Tips for Teens [www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html](http://www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html) (2014).

Life online (Girls Scouts and Windows) - [lmk.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-Test-Your-Knowledge-on-Social-Networking-Safety.aspx](http://lmk.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-Test-Your-Knowledge-on-Social-Networking-Safety.aspx). Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking [www.netsmartz.org/TeensTalkBack/SocialNetworking](http://www.netsmartz.org/TeensTalkBack/SocialNetworking).

##### **Resources for parents:**

National Crime Prevention Council – Social Networking Safety, Tips for Parents [www.ncpc.org/topics/internet-safety/social-networking-safety](http://www.ncpc.org/topics/internet-safety/social-networking-safety). Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents [www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html](http://www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html) (2014).

National Cyber Security Alliance - Raising Digital Citizens [www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens](http://www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens).

Illinois Attorney General - Stay Connected Stay Informed  
[www.illinoisattorneygeneral.gov/cyberbullying/](http://www.illinoisattorneygeneral.gov/cyberbullying/).

DHS U.S. CERT - Socializing Securely: Using Social Networking Services [www.us-cert.gov/sites/default/files/publications/safe\\_social\\_networking.pdf](http://www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf).

DHS U.S Computer Emergency Readiness Team - Staying Safe on Social Network Sites [www.us-cert.gov/ncas/tips/ST06-003](http://www.us-cert.gov/ncas/tips/ST06-003) (January 26, 2011).

Internet Safety: Social Networking Sites for Children [blog.privatewifi.com/internet-safety-social-networking-sites-for-children/](http://blog.privatewifi.com/internet-safety-social-networking-sites-for-children/) (March 30, 2011).

8 Safe Social Networks for Kids [kommein.com/8-safe-social-networks-for-kids/](http://kommein.com/8-safe-social-networks-for-kids/) (Jan. 5, 2011).  
List of sites that are compliant with Children's Online Privacy Protection Act and have parental controls.

## Instruction

### Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.: 105 ILCS 5/29-3.1.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:270 (Administering Medicines to Students)

## Instruction

### Administrative Procedure - Field Trip Guidelines

| Actor   | Action   |
|---|--|
| Teacher(s) or administrator who seeks consent for a school-sponsored trip with students | <p>Submits a trip proposal to the Building Principal. The proposal must specifically describe each of the following:</p> <ol style="list-style-type: none"> <li>1. The trip, including possible dates, location, and experience</li> <li>2. The trip's educational value</li> <li>3. Transportation requirements</li> <li>4. Supervision plans that include, among other things, plans for at least 2 adult supervisors to be present with every grouping of students</li> <li>5. The students who will be involved</li> <li>6. The alternative experience that will be provided non-participating students</li> <li>7. A summary and evaluation of any previous similar trip</li> </ol>   |
| Building Principal  | <p>Prepares a recommendation for the Superintendent or Board, as appropriate, using the following factors to analyze the trip proposal:</p> <ul style="list-style-type: none"> <li>Educational value</li> <li>Distance to be traveled</li> <li>Location</li> <li>Travel arrangements</li> <li>Fees</li> <li>Parent concerns</li> <li>Insurance carrier's liability feedback</li> <li>Safety considerations</li> <li>Heightened security alerts</li> <li>Whether trip is an annual event</li> </ul>   |
| Appropriate teacher(s) and Building Principal   | <p>Makes final transportation arrangements.</p> <p>Recruits parents/guardians for supervisory roles, as appropriate.</p> <p>Collects signed consent forms and fees from all participating students' parents/guardians.</p> <p>Makes sure all supervisors have a list of the following:</p> <ol style="list-style-type: none"> <li>1. Names of all student participants and supervisors</li> <li>2. Names and specifics of students with special needs</li> <li>3. Name/phone number of emergency contacts for all students and supervisors</li> <li>4. Date/time and specific destination of trip</li> <li>5. Departure/arrival times both to and from destination</li> <li>6. Name and phone number of transportation company and primary contact in case of emergency</li> <li>7. Name/phone number of contact at destination</li> <li>8. Once at destination, where to go in case of an emergency</li> <li>9. Make final supervisor assignments and inform all supervisors of their individual assignments</li> </ol> |

| Actor  | Action   |
|--|--|
| Parent(s)/guardian(s)                          | Decides whether to consent to their student's participation.<br>If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches. |
| Teacher(s) or administrator proposing the trip | After a trip, evaluates the trip and provides the Building Principal with the evaluation.  |

## Instruction

### Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
720 ILCS 5/12C-50.1.  
730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:30 (Visitors to and Conduct on School Property), 8:95 (Parental Involvement)



Volunteer signature \_\_\_\_\_

Date \_\_\_\_\_

-----  
**For School Use Only**

General description of assignment(s):

- Supervising students as needed by a teacher
- Supervising students during a regularly scheduled activity
- Assisting with academic programs
- Assisting at the resource center or main office
- Other \_\_\_\_\_

Name of supervising staff member \_\_\_\_\_

Illinois Sex Offender Database Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

Illinois Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

Dru Sjodin National Sex Offender Public Website (NSOPW), [www.nsopr.gov](http://www.nsopr.gov)

NSOPW checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (mandatory)

**To be completed by the Building Principal:**

Will the individual be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a fingerprint-based criminal history records check would be prudent?  Yes  No

If yes, and provided the individual authorized the fingerprint-based criminal history records check, please provide the following:

Date that the background check was requested \_\_\_\_\_

Date that the background check was received and reviewed \_\_\_\_\_

Check reviewed by (*please print*) \_\_\_\_\_

Signature of reviewer \_\_\_\_\_

Date \_\_\_\_\_

## Instruction

### Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).

Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).

Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992),  
*reh'g denied*, 983 F.2d 234 (5th Cir., 1992) and *cert. denied*, 113 S.Ct. 2950  
(1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

## **Instruction**

### **Complaints About Curriculum, Instructional Materials, and Programs**

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Concerns)

## Instruction

### Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

*[For Elementary and Unit Districts]*

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.  
23 Ill.Admin.Code §1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

ADMIN. PROC.: 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information)

## Instruction

### Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the Illinois *Partnership for Assessment of Readiness for College and Careers* (PARCC) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

## Instruction

### Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

## Instruction

### Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by the School Code, 105 ILCS 5/2-3.64a-5, unless the student is exempt.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions to implement this policy.

### Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish 7 semesters of high school and meet all graduation requirements.

### Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

### Veterans of World War II, the Korean Conflict, or the Vietnam Conflict

Upon application, an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/22-27, 5/27-3, 5/27-22, 5/27-22.10, and 70/  
23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:320 (High School Credit for Proficiency),  
7:50 (School Admissions and Student Transfers To and From Non-District  
Schools)

## Instruction

### High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

#### Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College courses offering dual credit courses at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Education Program (Tech Prep)
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

#### Substitutions for Required Courses

**Vocational or technical education.** A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

**Advanced placement computer science.** The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

**Substitutions for physical education.** A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program (student must be in the 11th or 12th grade);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

**Volunteer service credit.** A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

#### Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and*

*Student Transfers To and From Non-District Schools.* Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the U.S. Commission of Accreditation of Service Experiences

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.

23 Ill.Admin.Code §§1.425(e) and (f), 1.440(f), and 1.470(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

## **Instruction**

### **High School Credit for Students in Grade 7 or 8**

The Superintendent or designee may investigate, coordinate, and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma. Students in grades 7 and 8 who successfully complete a course required for a high school diploma will receive academic credit if permitted by, and in accordance with, the policy of the district where the elementary student will attend high school.

LEGAL REF.: 105 ILCS 5/10-22.43 and 5/27-22.10.  
23 Ill.Admin.Code §1.460.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

## Instruction

### High School Credit for Proficiency

#### Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

*Foreign language* - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

*Other proficiency testing* - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

LEGAL REF.: 105 ILCS 5/10-22.43, 5/10-22.43a, 5/27-22, and 5/27-24.3.  
23 Ill.Admin.Code §1.460.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8)

## **Instruction**

### **Achievement and Awards**

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

ADOPTED:            January 22, 2007

## Instruction

### Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30<sup>th</sup> day of each school year, and (2) made publicly available to parents and guardians of students. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.

105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)